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ABSTRACT

The list of resources printed in this guide were taken from the EdSource report, "High Schools in the Hot Seat," an overview of the challenges facing California's high schools. The information is divided into three sections: students, standards, and high-school reform. The topics covered include peer culture, disengagement, and motivation; the effects of student poverty and mobility; strategies for working with immigrant youth; resources on skill and academic-standards projects; state-sponsored schools/programs, such as alternative education programs; regional occupational centers and programs; "An Educator's Guide to Schoolwide Reform"; and the New American High Schools Initiative. Each resource features a brief description, Web site address, and physical address. The text emphasizes that many reform strategies and alternative approaches to organizing high school are attempting to address underlying, student-centered issues. California features numerous examples of reform efforts and special programs that provide alternatives to the traditional comprehensive high school, and many focus on defining their expectations and narrowing the types of students they serve. (Contains 11 Web addresses.) (RJM)

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Clarifying Complex Education Issues

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These resources are taken from the 20-page EdSource report, High Schools in the Hot Seat, *a comprehensive overview of the challenges facing California's high schools.*

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Resource Guide
About Issues Facing High Schools

To Learn More About Students

Peer culture, disengagement, and motivation

Lawrence Steinberg's, *Beyond the Classroom: Why School Reform has Failed and What Parents Need to Do* (1997), describes his research into the influence of parents, peers and teenagers' after-school activities on their motivation and academic success. To order a copy of the book, contact Simon & Shuster, New York City or their web site at **www.SimonSays.com**

For a first-hand perspective on what adolescents really think about their education and future, see Public Agenda's report, *Getting By: What American Teenagers Really Think About Their Schools* (1997). Adolescents' opinions on a wide range of subjects are reviewed based on poll and focus group results. For more information, contact Public Agenda at 212/686-6610 or **www.publicagenda.org**

The effects of student poverty and mobility

Russell W. Rumberger, et.al., examines the impact and causes of mobility among high school students in their study, *The Educational Consequences of Mobility for California Students and Schools* (1999). To obtain a copy of the report, call Policy Analysis for California Education at 510/642-7223 or **http://pace.berkeley.edu**

Strategies for working with immigrant youth

Educators interested in strategies and models for improving the learning opportunities and achievement of immigrant youth should turn to California Tomorrow's *Igniting Change for Immigrant Students: Portraits of Three High Schools* (1999). For a copy of the report, call 510/496-0220 or **www.californiatomorrow.org**

See these related EdSource EdFacts:

- *Peers, Parents, and Schools: Two Views on How They Affect Student Achievement* presents the perspectives of two scholars on the cultural, familial, and institutional factors that most impact student learning and academic performance.
- *Resource Guide: Keeping Schools and Students Safe*, a list of resources available to help educators, parents, and community leaders address school safety issues.

To Learn More About Standards

Resources on Skill and Academic Standards Projects

Many national and state organizations are developing standards-based programs integrating industry and academic skills. Below is a selected list of these organizations. For a comprehensive set of resources on standards, see the National Center for Research in Vocational Education's *Resource Guide to Educational Standards* (Sept. 1998) at **http://ncrve.berkeley.edu/MDS-1205** or call 800/762-4093.

National Skill Standards Board
1441 L Street, NW, Suite 9000
Washington, DC 20005-3512
202/254-8628 **www.nssb.org**

The National Skill Standards Board is developing a set of voluntary skill standards for different industry areas. Programs are underway to develop stronger linkages between industries and occupations, and academic and school-to-work efforts.

SCANS/2000 Center
Johns Hopkins University
Institute for Policy Studies
Wyman Park Building, 5th Floor
3400 N. Charles Street
Baltimore, MD 21218
410/516-7174 **www.scans.jhu.edu**

A national report done by the Secretary's Commission on Achieving Necessary Skills (SCANS) outlines employer expectations. The Center is working on several projects aimed at integrating SCANS into existing school-to-work, welfare-to-work, and education reform efforts.

New Standards Project
National Center on Education
and the Economy
P.O. Box 10391
Rochester, NY 14610
888/361-6233
www.ncee.org/OurProducts/perfStandards.html

The New Standards Project has developed performance standards based in part on the SCANS framework and comparable to work in other countries.

For information about California's academic standards go to
cde.ca.gov/board/board.html#standards

Downloadable as pdf files, or order from CDE Publications Division, 800/995-4099.
(English/Language Arts and Math available now; Science and Social Science available soon.)

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To Learn More About High School Reform

Many reform strategies and alternative approaches to organizing high school are attempting to address underlying, student-centered issues. Throughout California are numerous examples of reform efforts and special programs that provide alternatives to the traditional comprehensive high school. Many focus on more clearly defining their expectations and narrowing the type of students they serve. Following is a partial description of the scope of these efforts, with contact information as appropriate and available.

State-Sponsored Schools/Programs

Alternative education programs, authorized by state law but established and maintained by local governing boards and county offices, include a wide variety of programs such as continuation schools and the independent study strategy. Other settings provide educational services to students with discipline problems or criminal records. For information contact the Educational Options Office of the California Department of Education (CDE) at 916/322-5012.

Regional Occupational Centers & Programs (ROC/ROP), often involving joint powers agreements among multiple school districts, provide vocational training to students enrolled in local high schools. For information contact the ROC/P Unit of the CDE at 916/322-5050.

High School Reform Programs

To a great extent they focus on how time is used and how students are grouped together for instruction. Reducing the size and impersonality of the typical "comprehensive" high school is often a major goal of these efforts. Charter schools, magnet programs, and new programs like middle college are all locally established. National networks provide models for these and other reform efforts.

An Educator's Guide to Schoolwide Reform. Sponsored by several national organizations, this comprehensive guide rates the effectiveness of 24 major schoolwide reform approaches, including several geared to secondary schools specifically. Copies can be ordered and are available on-line through the sponsoring organizations: the American Association of School Administrators (AASA), the American Federation of Teachers (AFT), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and the National Education Association (NEA). Or contact the publisher: Educational Research Service, ERS Member Services Information Center, 2000 Clarendon Boulevard, Arlington, VA 22201. Phone: 800/791-9308, fax: 800/791-9309, web site: **www.ers.org**.

The New American High Schools Initiative. Twenty California high schools received grants and are participating in this program sponsored by the U.S. Department of Education, Office of Vocational and Adult Education. Information is available at **www.sonoma.edu/cihs/nahs** or from the California Institute for Human Services, Sonoma State University, at 707/664-2243.

FOR MORE INFORMATION

From EdSource

For more information on school staffing and school finance issues, see the following EdSource publications:

Strengthening Teacher Quality in California: Defining Consequences, Building Capacity, 4/99
Recruiting, Preparing, and Credentialing California's Teachers, 4/97
How California Compares, 11/98
California's School Principals: At the Center of School Improvement Efforts, 3/98
School Finance 1998-99, 10/98
Understanding School Budgets — As Simple as 1,2,3, 9/96

Additional References

California Department of Education. (1999). *California Safe Schools Assessment: 1997-98 Results*. Sacramento, CA: Department of Education.

California Department of Education. (1998). *Getting Results: Developing Safe and Healthy Kids*. Sacramento, CA: Department of Education.

California Postsecondary Education Commission. (1996). *1996 Eligibility Study*. Sacramento, CA: California Postsecondary Education Commission.

Fetler, Mark. (1999). *High School Staff Characteristics and Mathematics Results*. Educational Policy Analysis Archives, v7n9: U.S. Department of Education.

Ingersoll, Richurd, M. (1999). *The Problem of Underqualified Teachers in American Secondary Schools*. Educational Researcher, v27n9, 1-12.

Rumberger, R.W., Larson, K.A., Ream, R.K., Palardy, G.J. (1999). *The Educational Consequences of Mobility for Students and Schools*. Berkeley, CA: Policy Analysis for California Education.

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